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4. Village Life. Illustrated by ancient Lake Dwellers of Switzerland. Sufficient food-supply a security against enemies. Protected community life tending to develop the arts of peace. (a) Building of log huts on piles. (b) Agriculture, barley, wheat, fruit, flax. (c) Weaving. (d) Pottery.

Proximity to water leading to invention of boats, and skill in sailing. Boats and domesticated horses as opening ways of travel and bringing about contact with people. Exchange of commodities. Barter. Commerce the result of industrial productiveness and inventive skill. Importance of commerce as an agent in civilization shown by the use of metal and wool brought into the lake villages by exchange. Further division of labor demanded by metal-working, wood-culture, weaving and dyeing, and by commercial enterprise. Bronze age.

5. Early Iron Age. Illustrated by ancient Troy. Greater refinement of living as shown in: (a) Architecture, use of pillar, art in decoration. (b) Dress. (c) Armor, weapons, and implements. (d) Music. (e) Social intercourse. Development in religion expressed by the temples, tombs, and religious observances. Simple political relations. Priam the father, king, priest. Hector the military leader.

6. A further developed city of the Iron Age. Pictures and stories of Athens at the time of Pericles. Situation of Athens—harbor, mountains, plains. Complicated political relations the result of situation, division of labor, property-holding, differences in religion, and family. Story of the life of Solon and his service to his state. Story of the life of Pericles.

Pictures of Athens showing the acropolis, parthenon, propylæa, lyceum, gymnasiums, academy, town halls, harbor and ships.

Pictures showing architecture of ancient Rome; cities and buildings of the Middle Age; Rouen, Amiens, Cologne, Venice, Paris, Berlin, London, Chicago; early Chicago; excursions to Fort Sheridan, City Hall, Art Institute, Auditorium, Lake Front, South Water street, a railroad freight yard, and a newspaper printing-room.

Discussion as to the use and beauty of these things as children observe them.

Written composition will occur at various points in the course of the lessons as a help to discussion.

Lessons will take the form of oral or written discussion, drawing, painting, modeling, or making.

The beginnings of industries will be taught by means of constructive work in building, modeling, weaving, dyeing, sewing.

Objects to be made by the children: Models of caves, huts, villages, lake dwellings, pillars, and walls; woven baskets; looms; woven rugs; clay dishes; models of human types studied; costumes for these models.

Drawings and paintings will be made as records of field trips and observations.

Reference books: *Man Before Metals*, Joly; *Primitive Man*, Figuier; *The Story of Primitive Man*, Clodd; *Great Races of Mankind*, Ridpath; *Prehistoric Man and Beast*, Hutchinson; *Primitive Culture*, Tylor; *Prehistoric Times*, Lubbock; *Ilios*, Schliemann; Homer's *Iliad; History of Greece*, Curtius; *History of Greece*, Grote; *Aspasia*, Hammerton; *Plutarch's Lives; Encyclopedia Britannica.*

Mathematics

Gertrude Van Hoesen

First Grade

I. **Growth.**

Motive: To aid the child in his endeavor to account for the changes in nature. In order to image clearly, definite measurement is necessary.

1. Measurement and comparison of heights of the children; *i. e.*, the children will use their own heights as standards of comparison in estimating the heights of objects surrounding them. They will cut strips of paper one inch wide and equal in length to their heights. They will thus acquire familiarity with the foot and inch as standards of measurement.

Questions: Will you measure just the same height a month from now? What makes you grow? What other things about you grow?

The children will discover the change in chest measurement caused by the inhalation and exhalation of breath. They will keep their first records for future reference and attempt by appropriate breathing exercises and contests to increase the capacity of the lungs. Advantage will be taken of the children's knowledge of the physical properties of air, and science work in this direction will again be emphasized.

2. Trees: How do you know that the trees grow? What caused the change in the spring? Do all trees grow equally that receive about the same amount of heat, light, and moisture and live in the same soil? How can we find out?

Examine twigs of typical trees found upon the different areas selected for study.

Have the children find this year's growth by means of: 1, color; 2, by looking back from the tip of the twig to the first set of rings.

Find last year's growth. Measure this year's growth on a definite number of twigs from each tree. Find average growth for each tree. Comparison of growth from terminal and lateral buds.

Which tree has grown the most?

Which the least?

Expression: The children will cut strips which will show the growth of from four to eight twigs from each tree considered.

NOTE.—If the children have difficulty in using the ruler, especially in the measurement of inches and parts of inches, these difficulties must be overcome before the desired images can be gained. This is the legitimate place for drill.

II. Manual Training or Making.

1. Board for painting or sketching.
2. Portfolio for the children's work.

MOTIVE: These articles are both needed by the children in the science work.

1. Paint-board. First step, a working-drawing or plan. This drawing will be made on paper, full size, to be used as a reference in the Manual Training room.

The working-drawing will consist of two rectangles: The first, 12 by 9½ inches, representing the size of the board; the second, 9½ by 1 inch, representing the upper face of one of the two strips which will be fastened to the underside of the board. The children determine the size of the board, their guide being the purpose that it will serve.

2. Portfolio in which to bind the children's work. It will consist of two pasteboard rectangles, each 11½ by 9 inches. The outer covering for the rectangles must allow for one inch to turn under on each of the four edges. The inside covering must leave a margin of a half inch around the edge. What are the dimensions of the outer covering? The inner? Holes must be punched along one of the short edges of each covered rectangle, one inch apart, having the first hole one inch from the upper edge. How many holes will there be? The rectangles may be laced together with cord which matches the outer covering. When binding the leaves, the holes must correspond along the back edge.

The working-drawing will consist of rectangles corresponding to the pasteboard foundation, the outer covering, and the inner covering.

Fourth Grade

I. Building Materials.

In the building of homes the selection of materials depends upon a knowledge of their qualities, *i. e.*, will they serve the purpose for which they are intended? The question, therefore, is: What governs a choice of building material, ideally and practically?

1. Material used in building houses around us, such as stone, brick, and wood.

2. Sources of each.

3. Chief requisites: Beauty, strength, hardness, and durability. Test building stones, as limestone, sandstone, granite, marble, and quartzite, as well as brick, for: (a) Hardness and strength. (b) Durability. Weigh specimens of each; soak in water over night. Weigh again. Soak for a week, a month. Draw conclusions. Why is limestone used so much around Chicago when our experiments prove that other building stones are to be preferred?

4. What governs our choice of wood? (a) Examine polished specimens. Which is the most beautiful? Where have you seen it used? (b) Get the experience of the children as to hardness, from their work in manual training. (c) Which is the strongest?

The tests must be made with specimens of uniform size, 14x¼x¼ inch. The weights, varying from one-fourth to ten pounds, may be bags of beans or sand, made by the children.

The test, to be of value, must be performed in a uniform way—the weights being hung exactly in the middle of the beam of wood. Draw conclusions.

Problems: If—pounds are required to break a stick of pine 14x¼x¼ inch, how many pounds will be required to break one 14x¼x½ inch? Draw the stick. To break one 14x½x½ inch? 14 x 1 x 1 inch? How many pounds will be required to break one that is 28 x ¼ x ¼ inch?

[NOTE.—If there is doubt have the sticks ready for the children to prove their results.]

Draw the picture of a stick of oak that will require 30 pounds to break it, if it takes 15 pounds to break one 14 x ¼ x ¼ inch.

(d) Why are frame houses painted? Weigh specimens of different woods painted and unpainted. Soak in water. Compare results.

II. Manual Training.

Give the children a choice of three articles: 1. A pencil-box for use in school. 2. A match-safe for use at home. 3. A writing-pad, either for self or for a present. A working-drawing or plan must be made as a guide from which to work. The children will plan the articles, in proportion to their requirements, making a cardboard model first.

The pencil-box will probably be 9x3x2 inches. The working-drawing will consist of three rectangles: (a) 9 x 3 inches, to represent the top and bottom. (b) 9 x 2 inches, to represent the sides. (c) 2 x 3 inches, to represent the ends. How many square inches of wood will be needed for the top and bottom? For the sides? For the ends? The entire box? How many cubic inches will it contain? How many inches of board, 12 inches wide, will you need for the entire box when you go to the Manual Training room, if you allow 2 inches for waste between pieces?

The match-safe consists of a rectangular piece of wood, 6x8 inches, with a half-inch bevel. On the left-hand side is placed the pocket for the matches, which is composed of a semicircular wooden shelf 2 inches in diameter, and a rectangular piece of leather, decorated with pyrographic designs, made by the children. On the right-hand side, a piece of sandpaper 1½ inches by 3 inches, with clipped corners, is placed symmetrically with regard to the shelf.

The working-drawing consists of three rectangles and a semicircle, or half-ellipse, according to the ability of the children.

The first rectangle represents the board, with dotted lines showing the bevel and the definite location of the pocket and sandpaper.

The second rectangle represents the leather.

The third rectangle represents the sandpaper.

The semicircle or half-ellipse represents the shelf.

The writing-blotter consists of a a thin board 12 x 9 inches, with triangular corners of leather, decorated with pyrographic designs, and blotters cut to fit.

Literature and Simple Entertainments by the Children

Flora J. Cooke

During two periods a week the children of each grade will entertain the children of the other grades, and once each week light refreshments will be served. Within certain limits, the children will choose the menu, prepare the food, and serve their guests according to their own plans.

The first grade entertainment, although a matter of choice with the children, will probably include action games, sense games, the guessing game in which they describe the flowers and birds seen upon their field trips, and the telling and dramatization of stories and poems.

The fourth grade will illustrate with models, drawings, pictures, and stereopticon views various subjects which they think the children of the first grade can enjoy. They will also tell and dramatize stories, and teach the little children traditional plays and games.

The teacher will endeavor to make every phase of the work educative as well as pleasant. The stories told by the teacher will in every case have significance in the immediate life and work of the children, and will be selected to arouse such emotions as children can express in their undirected action. They will include such myths and nature stories as may best help the children to see, from another and more beautiful point of view, the things which they have observed in nature; as,